



# Missouri Teacher Preparation Institution PROFILE

## WEBSTER UNIVERSITY

### GENERAL INFORMATION

#### About the Institution

- Webster University is an independent, nondenominational institution with undergraduate and graduate programs. The university was founded in 1915, and the main campus is located in Webster Groves, a St. Louis suburb. In addition to the programs offered at the main campus, the university provides undergraduate study opportunities at two other St. Louis-area locations. Webster University offers undergraduate education at the following four extended-campus locations: Kansas City; Marymount College, Los Angeles, Calif.; Orlando, Fla.; and San Diego, Calif. Students may also study at Webster's European campuses in Geneva, Switzerland; Leiden, Netherlands; London, United Kingdom; or Vienna, Austria. Campuses in China and Thailand were opened within the last year.

*Source: Webster University, Undergraduate Catalog, 1995-1996*

- Enrollment\* **12,826** (3,489 undergraduates)

Non-resident Alien	2.5%
African American	22.1%
American Indian	0.5%
Asian	2.3%
Hispanic	4.8%
White	62.9%
Other	5.0%

Missouri residents 68% (undergraduates)

Male	43%
Female	57%

*\*Fall 2000 Headcount*

*Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)*

Transfer Students from Missouri Public Community Colleges\* 203

*\*Fall 2001 degree-seeking undergraduate students*

*Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)*

Bright Flight Scholarship Students<sup>1</sup> 91

*Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)*

Byrd Scholarship Students (Missouri residents)<sup>2</sup> 3

*Source: Missouri Department of Elementary and Secondary Education*

- Entrance Requirements

Prospective undergraduate students must submit a 300-500 word essay on a topic of their choice; a resume of school and community activities, including offices held and awards received; a letter of recommendation from a teacher or counselor; an official high school and/or college transcript(s) showing all academic work completed to date, including sixth-semester grades, class rank and cumulative GPA; and ACT or SAT test scores.

Prospective post-baccalaureate students must submit an application and a baccalaureate degree transcript showing a 2.5 GPA. Those pursuing the mathematics and educational technology areas of concentration must submit an essay for admission.

Source: Webster University (<http://www.websteruniv.edu>)

- **Average ACT Score of 199 Freshmen Class\*<sup>3</sup> 23.5**

\*Fall 1994 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- **Tuition & Fees for Typical Full-time Undergraduate Student\* \*\* \$13,080**

\*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a & 13b)

## About the Education Program

- The School of Education offers undergraduate degree programs (bachelor of arts) on the St. Louis main campus. It also offers graduate degree programs (master of arts in teaching) in St. Louis, River Heritage (Park Hills/Perryville) and Kansas City. The certification programs are held on the St. Louis campus. New on-line courses are available in the graduate programs.

Source: Webster University, May 1999

- **Enrollment in Undergraduate Professional Education Programs\* 193**

American Indian	0.0%
Asian	2.6%
African American	3.6%
Hispanic	0.5%
White	87%
Other	0.0%
Nonresident Aliens	1.0%
Unknown	5.2%

Missouri residents **Not Reported**

Male	14%
Female	86%

\*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges\* **Not Reported**

\*Fall 1999 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students <sup>4</sup>	11
Missouri Minority Teaching Scholarship Students <sup>5</sup>	3

Source: Missouri Department of Elementary and Secondary Education

- **Education Program Entrance Requirements**

Prospective education students must pass all sections of the C-BASE; complete EDUC 2800 and EDUC 2810 or EDUC 5220 and EDUC 2210 with a grade of B or better; have a grade of B or better in one of two college composition courses; have a grade of B or better in a college mathematics course; and have a cumulative GPA of 2.5 in all college course work.

Source: Webster University, Undergraduate Catalog, 1995-1996

- **Information about Education Program Completers <sup>6</sup>**

**Completers of 1999-2000 teacher preparation program 77**

Age	
Under 25	27%

25-34	48%
35-44	18%
45-54	5%
55 and over	1%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score <sup>7</sup> (applicants for certification) 20

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores <sup>8</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
77	50	240	431	339	237	422	333	235	421	333	244	466	326	236	448	331

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
77	76	236	431	321	237	422	321	235	421	313	235	466	311	236	448	311

\*state median score

Source: Assessment Resource Center

Employed in Missouri public schools<sup>9</sup> in 2000-2001\* 49(64%)

Missouri Public School districts employing Webster University

1999-2000 program completers 21

Major Employers of Webster University 1999-2000 program completers

Parkway C-2 6

Special School District St Louis County 10

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state 13 (17%)

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

\*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

## RESOURCES

### Institution

- Full-time Faculty at Webster 153

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

### Education Program

- Full-time Education Program Faculty 19

American Indian	0
Asian	2
African American	2
Hispanic	0
White	15
Nonresident Aliens	0
Other	0
Male	3
Female	16

Doctorate Degree Not Reported

Missouri Teaching Certificate Not Reported

- Adjunct Education Program Faculty 60

Full-time with the institution, part-time in education 6

Part-time in education 54

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio\* 13:1\*\*

- Average Class Size\* 20

\*undergraduate program

\*\*number of full-time St. Louis campus students to full-time St. Louis campus faculty

Source: Webster University, May 1999

### Education Program

- Student-to-Faculty Ratio 10:1\*

- Average Class Size 20

\*number of full-time education students to full-time education faculty

Source: Webster University, May 1999

- Educational Philosophy

At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the “one right” answer or “one best” way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes, and problems of the current system. In addition, they are expected to act in ways that have a sound defensible rationale rooted in research, ethical standards, and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

In our teacher education programs Washington University faculty help our students ask and tentatively answer questions that frame teaching as a complex intellectual and moral task. As individual members of the faculty, we tend to value certain sorts of questions and inquiry over others – we pursue teaching as science, as art, as ethical/political activity. As a community of teacher educators, however, we encourage and support a critical and pragmatic vision of teaching that emphasizes competence, the enrichment of human experience, and the critical understanding and transformation of educational practice.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- Practical Experience Requirements for Education Majors

The School of Education offers several options for school-based learning at every student level. At the entry level, students may take a practicum designed to meet individual needs. Students across the campus enroll in the Student Literacy Corp, a service-learning opportunity through which Webster students tutor children in low-income areas. Students may take early field experience in one of two models: traditional exploration, or classroom immersion in two experiences at the Professional Development School site. Methods courses are typically accompanied by a requirement to work with K-12 students; development of an urban experience broadens the placements available. All students take a two-to-three credit 3000-level practicum, most supported by a seminar or course, prior to apprentice teaching. A 4000-level practicum is available for those wishing to add on a level of certification or needing a higher-level experience, but not apprentice teaching. Apprentice teaching varies from 10 to 16 weeks, depending upon the program.

Webster University offers a semester in Europe option, and practicum placements are being developed for the European sites.

*Source: Webster University, May 1999*

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **84**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **24**
- The student/faculty ratio was: **3.5/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **10-16**. The total number of hours required is **350-560** hours.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- **Professional Development School(s)**

Webster University School of Education has had a professional development school relationship with the Pattonville School District for the past four years. Students take courses in the school district, works with K-12 district students at all levels of field experience, and may choose to apprentice teach within the district. Students participate fully in creating and implementing action plans for the partnership, attend conferences supporting it, and assist in evaluating the work of the partnership. A grant offers stipends to students who choose to participate in partnership activities.

The School of Education is establishing partnerships with urban schools in the St. Louis School District. Students will work with one of two elementary schools and take classes in the school. Work with K-12 students beyond course requirements will be supported by a grant. Students committing to teach in urban settings can receive Title II tuition grants through the partnership.

The School of Education also has a partnership with the Webster Groves and Clayton School districts. Methods courses use Webster Groves classes as sites for school-based learning. Webster University faculty has worked closely with school personnel on grants, and university classes are taught in school district buildings.

*Source: Webster University, April 2000*

- **Co-curricular Programs**

The Education Association and Student National Education Association are supported by the Student Government Association and, according to SGA guidelines, are open to students across the university. The Student Council for Exceptional Citizens is not yet university-supported but attracts students across the campus. The Student Literacy Corp draws students from every major to tutor needy children; it is supported by the School of Education and LIFT (Literacy Investment for Tomorrow). The School of Education houses the leadership program designed to prepare student mentors, who work across the campus.

*Source: Webster University, May 1999*

- **Instructional Technology Requirements**

Webster University is working toward adoption of the International Society for Technology in Education standards for preservice teachers. Preservice teachers are required to take one three-hour course in the use of technology in the classroom. Students are expected to use technology in supporting K-12 learning and are required to show technological skills in a program portfolio, which may be presented in digital form. A technology center is devoted to the needs of education students, and students also have extensive campus lab access. Students have e-mail accounts and courses may use e-mail as a means of communication among students, instructors and supervisors for discussion forums, Internet chat, and listserve.

*Source: Webster University, April 2000*

## PERFORMANCE

- Missouri certificates\* issued in 1998 to Webster education program completers, by Missouri certificates\* issued to **Webster University** education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	11
Early Childhood Education	B-3	5
Elementary Education	1-6	27
English	9-12	6
French	K-12	1
Mathematics	9-12	1
Middle School: Language Arts	5-9	1
Middle School: Science	5-9	1
Middle School: Social Studies	5-9	1
Mild/Moderate: Behavior Disordered	K-12	3
Mild/Moderate: Cross Categorical	K-12	8
Mild/Moderate: Learning Disabled	K-12	4
Mild/Moderate: Mentally Handicapped	K-12	3
Music – Vocal	K-12	1
Social Science	9-12	3
Spanish	K-12	1
Unified Science: Biology	9-12	3
Unified Science: Chemistry	9-12	1
<b>Total</b>		<b>81</b>

\*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Art: Content Knowledge	11	100%	153	171	171	173
Biology	1	100%	480	+	702	680
Biology: Content Knowledge	2	100%	156	187	171	169
Early Childhood Education	5	100%	550	654	672	660
Education in the Elementary School	1	100%	520	+	620	600
Elem. Ed.: Curriculum, Instruction, & Assessment	27	96%	164	181	180	179
English Lang., Lit. & Comp.: Content Knowledge	5	100%	158	187	176	176
English Language and Literature	1	100%	500	+	615	590
French	1	100%	500	+	651	630
Mathematics: Content Knowledge	1	100%	137	+	154	143
Music Education: Content Knowledge	1	100%	151	+	164	164
Principles of Learning and Teaching (5-9)	2	50%	160	154	177	174
Social Studies: Content Knowledge	4	100%	152	170	171	168
Spanish: Content Knowledge	1	100%	158	+	170	177
Special Education	13	100%	490	604	629	610
<b>Total</b>	<b>76</b>	<b>97%</b>				

\*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Webster Program Completers

Education program completers who received initial Missouri certification in 1994

**60**

*Employed in Missouri public schools in*

1995-96	41 (68%)
1996-97	40 (67%)
1997-98	38 (63%)
1998-99	38 (63%)
1999-00	38 (63%)

*Employed in Missouri public schools in 1999-00, with master's degree*

25 (42%)

*Employed in the same Missouri public school district in*

1995-96	41 (68%)
1995-97	36 (60%)
1995-98	32 (53%)
1995-99	30 (50%)
1995-00	27 (45%)

*Certification Status as of Sept. 1, 2001*

Holding Valid PC I	2 (3%)
Holding Valid PC II	44 (73%)
Lapsed <sup>11</sup>	14 (23%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers <sup>12</sup>

Missouri school districts employing Webster graduates\* 155

Webster University had 2,426 graduates teaching in Missouri public schools during the 2000-01 school year.

School districts employing 6 percent or more of Webster University's 2,426 graduates teaching in Missouri public school during the 2000-01 school year

Parkway C-2	7%	(173)
Special School District of St. Louis Co.	8%	(188)
St. Louis City	18%	(459)

\*Includes all graduates of Webster employed in the district, not just those who completed the education program  
Source: Missouri Department of Elementary and Secondary Education

STARR Teachers <sup>13</sup>

6

National Board Certified Teachers <sup>14</sup>

5

Missouri Teachers of the Year <sup>15</sup>

3

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

Webster graduates have earned honors including Teacher of the Year at the school and district levels; the Emerson Electric "Excellent in Teaching" award; a Young Educator of the Year award from the Jaycees; and the Outstanding Future Teacher award from the Missouri Association of Teachers of English. Others have been recognized for developing innovative instructional programs, such as PRISM (Practical Research Investigating the Scientific Methods), and after-school tutoring programs.

Source: Webster University, April 2000